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ABSTRACT

This case study of the New World School of the Arts (Miami, Florida) outlines the planning, problem solving, and management involved in establishing the school. The New World School is both a public high school and college, providing intensive training in the performing and visual arts, as well as a full academic curriculum. A brief history, highlighting the schools' evolution is presented. Extensive planning was undertaken from 1984 to 1987 prior to the employment of full-time staff. The report outlines how the school is structured both internally and externally. Details about the selection of staff and pupils are provided. The curriculum provides specialized arts training for students in the secondary school grades 10 through 12 and at the college level through the baccalaureate degree. The location, facilities, and sources of finance are described. The intensive planning process and This success has been repeatedly demonstrated and validated by the achievements of the students in national arts competitions. In the final section, future prospects and challenges are outlined. Appendices describing the Organization Structure; Ethnicity Distribution, High School and College; College Residency; Location (Past and Present); The Funding Formula; and Enrollment History and Projections are included. (KM)

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TEACHING THE ARTS: MIAMI'S NEW WORLD SCHOOL OF THE ARTS

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Table of Contents

Introduction 1

Description of the School 2

Instant Success: Just Add Students 2

Historical Perspective 4

The Planning Process 6

Organization 7
- External Structure 7
- Governance 9
- Internal Structure 11

Staffing 11
- Faculty 12

Curriculum 13

Student Body 14
- High School Profile 15
- High School Recruitment 16
- College Profile 19
- College Recruitment 19

Location and Facilities 21
- Location 21
- Facilities 21

Finances 24
- State and local funding 24
- Extramural funding 26

Keys for Success 27

Prospects for the Future 27

Appendices

Organization Structure . . . . . A
Ethnicity Distribution - High School and College . . . . . B
College Residency C
Location - Past and Present . . . . . D
The Funding Formula . . . . . E
Enrollment History and Projections . . . . . F

TEACHING THE ARTS: MIAMI'S NEW WORLD SCHOOL OF THE ARTS

Introduction

This overview of the New World School of the Arts is presented as a case study of how one institution was created to provide a very specialized type of training to a very special population of students. By addressing the issues that comprise the foundation of the school, this paper seeks to offer the reader a framework, within which the principles of sound planning, creative problem solving, and effective management can be observed. The school operates in a complex maze of seemingly counteractive bureaucratic systems. However, through a unique mix of planning, perseverance, and luck, it has achieved spectacular successes in its young life.

Since its inception in 1984, the New World School of the Arts has evolved at a pace beyond the dreams of the dreamers whose vision was responsible for its creation. A myriad of new challenges has accompanied the development and growth of the school. To meet the demands of the new program, the participating host institutions have invested millions of dollars in operating and capital budgets over the past few years. These monies have provided staff, supplies, equipment and facilities to sustain the rapidly growing program.

On the following pages, a brief history is presented which highlights the evolution of the school, establishes the current setting, identifies some of the key elements that have contributed to the success of the school, and addresses the prospects for the future.

Description of the School

The New World School of the Arts (NWSA) is both a public high school and college providing intensive training in the performing and visual arts as well as a full academic curriculum. Located in downtown Miami, Florida, it is operated as a cooperative venture by three public educational systems - Dade County Public Schools, Miami-Dade Community College, and Florida International University. The school was established by the 1984 Florida legislature as a State of Florida "Center of Excellence" to provide professional training in the performing and visual arts. It offers a high school diploma, Associate of Arts, Bachelor of Music and Bachelor of Fine Arts degrees through the host institutions. Following three years of planning, the school opened its doors in 1987 and has been setting achievement records ever since.

Instant Success: Just Add Students

Since 1987, in its first four years of service, the school has emerged as a super star in the arena of arts training and education. Throughout the first few years of operation, the school earned national recognition for the quality of its training. With an emphasis on excellence and quality, the school is firmly establishing itself as one of the premier arts training centers in the country. Its accomplishments have been consistently and repeatedly ratified through external evaluations of the students and their work. Achievements have been in both the arts and academics.

In 1988, the first year the School entered the high school Arts Recognition and Talent Search (ARTS) competition sponsored by the National Foundation for the Advancement in the Arts, it placed third in the nation with ten award winners. In the 1989 competition, the school placed **first** in the country with 13 award winners. The school garnered five first place awards in the 1990 competition, more first place awards than any other school in the country. The 1991 ARTS competition again placed the school first in the country with the greatest number of award winners - 13 in all. The school has also placed first in the region in the National Scholastic Arts Competition in each year of its existence. This consistent performance record is even more impressive when one considers that the school has only 110 seniors eligible to enter these competitions, compared, for example, to senior classes of 600-plus students from New York's LaGuardia High School of Music and Art.

Numerous other awards have been received by NWSA students in local, regional, state and national contests and competitions. NWSA music students regularly win the highest awards in the all-district and all-state competitions. In 1991, two high school musicians won first place in the prestigious Young Talent Award in the international jazz competition sponsored by the International Association of Jazz Educators (IAJE). The two students have just recorded their first album, First Step.

The up and coming college division has also produced some super stars. Several of the musicians and dancers perform in professional orchestras and

companies concurrent with their studies. A violinist was selected to perform a solo at Carnegie Hall as part of a prestigious New Year's Eve concert.

In the academic arena, the students excel just as well. The results of standardized tests in the basic academic skills have placed the school as number one in the county for three consecutive years.

Graduates from the NWSA High School have been recruited by the most prestigious colleges, universities, and conservatories in the country. The high school has placed graduates in the Pratt Institute, Juilliard, Art Institute of San Francisco, Cooper Union, Yale, and University of Chicago while others re-enter NWSA as part of the emerging college program. Some graduates are immediately recruited to perform with major dance companies like the Joffrey Ballet, Atlanta Ballet, and the Alvin Ailey Company. Others move on to arts-related and even pure academic programs at other institutions.

Historical Perspective

The creation of the school has been evolutionary. Prior to the establishment of the NWSA, another specialized arts training program was in existence that served as the foundation of the new school. In 1980, a program known at PAVAC was created. PAVAC was the acronym for the Performing And Visual Arts Centers. The PAVAC program consisted of an intensive arts curriculum offered at a site away from the home high schools on a part-time basis. Students were bused from their neighborhood schools across the county, five afternoons each week, to attend arts classes at the

local campuses of the community college. Dade County is served by Miami-Dade Community College (MDCC), one of the largest community college systems in the country. MDCC had two principal campuses at the time - one in the northern end of the county and one in the southwest. These two campuses served as hosts for the high school students.

The PAVAC curriculum was refined to include registration in college level classes. Highly specialized courses were offered that allowed the students to be dually enrolled in classes that offered both high school and college credit. Special funding mechanisms were created that enabled the dual enrolled students to generate funding in both the high school and community college systems. The facility arrangements worked equally well as the college, at the time, had open classrooms in the early afternoon hours and could readily accommodate the additional PAVAC students.

PAVAC students were a special mix of students. They developed two loyalties. One for their neighborhood school with its athletic teams, dances, clubs, and car washes. A second loyalty, a bonding of common interests among the artists, was developed for the PAVAC programs.

In Dade County, as the school and community college systems expanded and the PAVAC program grew, the evolution process continued. In 1984, the Florida legislature provided planning funds for a new school configuration whereby students would spend the entire day in the same site - a stand-alone school. The new institution was to be called the South Florida School of the Arts. A third partner was added to the enterprise as Florida International University - the local public university - joined in the

consortium. The school was then authorized to provide the associate of arts and baccalaureate programs in addition to the high school program.

This new school, now known as the New World School of the Arts, has evolved into being a stand-alone school, with its own unique identity. But that process was not random. Planning played an important role in the development process.

The Planning Process

One of the key contributing factors to the success of the school was an extensive planning process undertaken from 1984 into 1987 before full-time staff were hired. In the very beginning, committees were formed which developed many of the components of the school. Committees were comprised of volunteers from the local community to represent arts organizations, political entities, and business; others represented the three host institutions with backgrounds in the arts, education, finance, and facilities. Task forces or sub-committees addressed all of the following items: philosophy, curriculum, student selection, faculty selection, governance, community relations, finances, and facilities.

After all of these issues were thoroughly reviewed and discussed, a second round of input was sought from external experts. The planners brought in the heads of some ten arts training or arts-related institutions to study the committee's work. These consultants were given access to all of the supporting information, committee members, and community members. They were given time to meet with all concerned parties and among

themselves. Without coaching or rehearsal, the consultants were allowed to present their finding and opinions at an open press conference. That openness and freedom demonstrated confidence, if not wisdom, on the part of the planning committee.

The resultant planning documents, which incorporated the consultants' recommendations, were packaged as a report that served as the blueprint for building the program. A blueprint that continues to change as new challenges arise and as the character of the organization matures.

Organization

The NWSA is not a simple, autonomous institution. Rather, it is a unique, complex and complicated "non-entity". It is important to note this "non-entity" status. As the product of a consortium, the NWSA does not exist as an autonomous unit. It draws on the authority of the host institutions - Dade County Public Schools (DCPS), Miami-Dade Community College (MDCC) and Florida International University (FIU) - for its existence.

External Structure

One of the hosts, Miami-Dade Community College, was designated by the legislative language to be the "fiscal agent" for the school. That role translates into having the responsibility for providing ownership or title to the property of the school as well as having the responsibility to provide the personnel and payroll system for the staff, to administer the paperwork necessary to report withholding taxes, social security, fringe benefits,

workman's compensation and unemployment compensation. The fiscal agent also provides the accounting systems, purchasing systems, library, cafeteria, and facilities management systems as well as custodial, security and maintenance services.

While the concept of having a fiscal agent appears to be a simple one, the reality of it is not. Each of the host institutions takes a proprietary interest in its own part of the school. The school exists both as a stand-alone school and as a school-within-a-school. The stand-alone school is the high school. Like the typical Washington High School back home, there now exists a New World School of the Arts High School. This high school has all of the ingredients of a local neighborhood school with its own newspaper, dances and clubs. No athletic teams, yet. The high school is linked to the large Dade County Public School system, a system that has its own payroll, personnel, accounting and purchasing systems. These systems are independent of the fiscal agent's systems.

The college component of the school is more complex. As part of the Florida system with community colleges and universities, the students enroll in a variation of the two-plus-two system. College freshmen and sophomores are in the MDCC system for registration, financial aid and counseling, and pay community college fees for their general education and lower division arts courses. College juniors and seniors register in the FIU system and pay a higher university tuition for the upper division arts courses. As students rise through the curriculum, they can frequently be in both systems simultaneously.

The coexistence of the three levels of the school is further complicated by the parent groups of each host institution. High School policies are made by the local School Board. Community College policies are set by the college's Board of Trustees. University policies are set by the State University System Board of Regents. Each of these policy setting boards has the ability to affect the operations of the school.

A fourth partner exists in the State Department of Education. Since the school receives special funding from the State legislature, the State Department of Education takes an active role in reviewing the budget requests, administering a portion of the funds, and requiring quarterly progress reports.

Having four masters makes for an interesting operation. At times, the complexity of the organization enables the school to conduct business under the auspices of the host with the least restrictive requirements. This unique phenomenon works both ways, however, and occasionally makes it near impossible to function when the school must follow the rules of the host with the most restrictions.

Governance

To insure representation of all concerned parties, the planners of the school organized a governance structure that includes both public and host-based members. The school is governed by a Board of Trustees that was established originally with 18 members. Each of the three host institutions appointed six members to the board. Two of the six appointees from each institution were administrators who worked directly for the host institution.

This group of appointees was generally drawn from the ranks of senior staff who had either arts program or financial responsibilities in the host institutions. A second category of appointees was one person from the policy board of each institution. These appointments included members of the County School Board, the community college Board of Trustees, and in the case of the university, a member of its foundation board (because the Board of Regents is a state-wide board and could not assign a member to the school). The final members consisted of three public appointees selected by each host. This set of appointees included community leaders in business, arts, and the political arenas.

In 1989, the board was expanded to include five additional members to represent the State government. Legislation was passed that added appointees of Florida's Governor, Secretary of State, Commissioner of Education, Speaker of the House and Senate President to the board of the school. In 1991, the board is being expanded to formally include the Chief Executive Officers of each host institution to insure top-level participation in the decision-making process involving programmatic and financial issues. The resultant board will have 26 members.

To help the school resolve the "sticking points" of operations, a second committee known as the Operations Committee was created. This six-member committee is composed of the two administrators from each of the host institutions who sit on the Board of Trustees. It deals with day-to-day problems that are not under the controls of NWSA staff - such as admission requirements into the host schools or general education requirements.

Internal Structure

The school is headed by a Provost, who reports to the Board of Trustees. As the chief executive officer, the Provost supervises a senior staff of four arts deans, an academic officer, and a business officer. The Provost also has an indirect supervisory relationship over the high school principal (who reports to the local school board staff). The faculty and other administrative support staff report to the deans and senior staff.

The external and internal organizational structure of the school is presented in Appendix A.

Staffing

Like any other educational institution, it is the staff that delivers the program. The process used to select the staff for the school has proven to be a very effective contributing factor for the success of the school. The steering committee waited until 1986 before initiating the search process for the key staff members. By conducting national search processes, the Provost and arts deans were identified, recruited, and selected from pools of the highest qualified candidates available.

The Provost was the top administrator of the LaGuardia High School of Music and Art and High School of the Performing Arts in New York - the "Fame" school. The Dean of Dance was the assistant director of Dance at the Juilliard School. The Dean of Music is the former Executive Director of the Curtis Music Institute. The Dean of Visual Arts is the former chair of visual arts at the Pratt Institute of Art. The Dean of Theatre came from the

Theatre department at Carnegie-Mellon University. This collection of arts administrators with international reputations provides the artistic leadership and direction of programming at the school. It is through their contacts and connections that they are able to draw in practicing artist-teachers to serve as visiting, adjunct, or full-time faculty.

Faculty

There are several types of faculty involved with the school. They can be categorized through a matrix as follows:

Employer:	NWSA High School	NWSA (MDCC as Agent)	MDCC	FIU
Arts:	Full-time	Full-time and Adjuncts	Full-time	Full-time and Adjcts
Academic:	Full-time		Full-time and Adjuncts	

The full-time faculty are selected by their respective employers through national search and screen processes. The arts faculty can "cross over" to teach in any level of the curriculum to any grade level of student. This unique delivery system does have complications and challenges. The arts faculty can readily have two or more masters, one to dictate high school standards and requirements, red tape and reports, an arts dean to provide direction in the creative arts instruction, and a third in the community college or university to monitor employment and tenure issues.

Workload for the faculty is even more complicated. Full-time faculty hired by each of the host institutions have different workloads and salary

structures. Some are under union agreements and others are not. Some have research and publication requirements, some have public service requirements. There are three different tenure/continuing employment systems. There are three different calendars which include different "spring breaks".

Adjunct faculty conduct the bulk of the arts instruction and for two very good reasons - programmatic and financial. Adjuncts are hired on a per course basis to meet the special needs of the programs. Often, adjuncts have highly specialized skills that are needed for single courses and on an occasional basis. All adjuncts are practicing artists in the "real world" who provide the ideal perspective of an "artist-teacher" to the students.

Delivery of the program involves choices to be made by both faculty and the host institutions. In the spirit of dedication to the philosophy and objectives of the school, it all seems to work out in a manner that is invisible to the students. The energy level of the faculty competes with that of the students.

Curriculum

During the three years of planning and preparation prior to opening, the school developed plans for a comprehensive curriculum that provides specialized arts training for students in the high school grades of 10 through 12 and at the college level through the baccalaureate degree. This seven year program of intensive artistic training coupled with traditional academics makes the school a showcase for the development and implementation of its

creative curriculum. The program will expand to include high school freshmen in 1991 and will incorporate eight years or levels of instruction.

To receive the full curriculum, students are asked to give of themselves beyond the traditional school day. The high school curriculum is based on two time blocks - a five hour academic block offered from 7:30 a.m. to 1:00 p.m. with lunch between fourth and fifth periods, and the three hour arts block from 1:00 to 4:00 p.m. This eight period day far exceeds other high schools in the county system that work with an optional seven period day.

College students also pay the price in time invested in their training. The intensive arts curriculum is integrated with the general education curriculum (which requires 33-36 credits) to yield a credit load of 40-plus credits per year in the freshmen and sophomore years. In several of the disciplines the total credit requirements for the bachelors degree is near or over 160 credits. The minimum is 135 credits for one discipline.

Student Body

As it follows its mission, the school has attracted some of the finest talents to be trained in the visual and performing arts. The current population is comprised of approximately 420 students in the three senior high school grades and 200 college in the freshmen through junior levels. (The senior level of college will be implemented in 1991-92.) It is enlightening to note the demographics by ethnicity and gender. There are no ethnic or gender barriers or quotas at the school -- talent is the sole factor in admitting students. The charts and table presented in Appendix B

illustrate the ethnic diversity of the student population. The data clearly supports the philosophy that talent is colorblind at the New World School of the Arts.

High School Profile

As noted in the statistics on ethnicity, there is no majority of students of any one ethnic background. The ethnic profile is close to being a cross section of the broader community. Although there is no data base readily available that has demographic information relative to economic characteristics, the school has identified one method of gaining insights. By simply computer-sorting the zip-code from each student's residence, a geographic distribution of the student population was generated. The zip-code distribution illustrated that students come to the school from virtually every neighborhood in the county. They come from the wealthiest suburban developments, estate home neighborhoods, and the poorest inner city projects, from Miami Beach, Opalocka, Hialeah, Little Havana, Kendall, Coconut Grove, Key Biscayne, Florida City and Homestead. They come for the opportunity to participate in one of the finest public school programs available in the country. The students share in the common interest of receiving the finest arts and academic training they can find within either the public or private education systems of the county.

The administration has begun the curriculum design and enrollment management planning for the addition of a 9th grade that will enter the school in the fall of 1991. This action reflects a major change in the composition of the school and it is dictated by external decisions made across the Dade

County Public Schools system. In the larger Dade County system, the high schools are in a phased program to become four year schools (grades 9 - 12), junior highs are becoming middle schools (grade 6, 7 and 8), and elementary schools are stopping with the 5th grade.

To recruit students into the NWSA, it is essential to get them as they make a transition from one school level to the next. Failure to expand our curriculum to include the 9th grade, would likely result in difficulty in recruiting students into the 10th grade from high schools where the students have just acclimated themselves into a different 9th grade.

Expansion of the NWSA curriculum and courses to ensure a logical progression is underway. Enrollment targets have been established and guidelines for recruitment and auditions for the 9th and 10th grade have been designed. With adequate planning, the transition will be as smooth as possible.

High School Recruitment

By definition, the service area of the high school is limited to Dade County. However, with a multi-million resident population, there is a broad base to draw on. To insure the greatest exposure of the school to as many potential students and their parents as possible, the NWSA high school staff conducts an exhaustive recruitment campaign.

Throughout the fall term of each year, the school sends representatives (administrators, teachers, and current students) to all of the public junior high schools in the county. The information phase of the recruitment process includes discussions with guidance counselors, arts teachers, students from

arts classes, and general assemblies. When possible, the recruitment is conducted in the form of master classes with NWSA faculty or NWSA students leading classes in the individual art forms, drawing the junior high students into the demonstrations. There are several arts magnet junior highs that receive extra visits. To promote the concept of arts education even further, presentations are made in elementary schools to spark the interest of the students. In addition, groups of potential students are bused to the school to see the program in action. Limited only by time, the recruitment process makes every reasonable attempt to blanket the county.

Students in the private schools are not actively solicited. The word does get out to those schools, parents, and students by word-of-mouth. Information is sent when requested.

After the information about the opportunities at NWSA is distributed, an application process is implemented. Potential students must complete an application form and secure endorsements from either a teacher or counselor indicating that the student has the potential to dedicate their efforts to an arts discipline. There are two primary criteria for evaluating students for admission to the school - potential and commitment. Because of the location of the school and its magnet-type drawing base, students come from all over the county to downtown Miami to attend the school. Students need to have a commitment to put in extra hours each day for transportation. The school system provides portal-to-portal transportation through either direct busing or a combination of busing and use of the modern MetroRail system. The transportation often requires neighborhood bus pickups at 6:00 a.m. to get

students to the school by 7:30 a.m.. At the end of the eight period day, the students take the return trip making for a 12 hour school day. Student commitment is important, as the school cannot replace drop-outs in mid-term.

Following the application process, all applicants are scheduled to come to the school for live auditions. The auditions are judged by teams of NWSA faculty following established criteria. The applicant pool is divided into three categories: a top-rated group (limited to the number of vacancies available for the incoming class), a second group ranked in priority order to serve as a wait list of qualified applicants (pending cancellations from group one), and a third group that were judged to lack the necessary talent, potential or commitment to succeed in the program.

The selection process yields an average of about four applicants for every vacancy in the program. Acceptance into the high school is a hot ticket in Dade County. There is a definite advantage to having a student body comprised of individuals who really want to be there. Behavior and attendance problems are minimal at the school. The administration simply reminds any potential offenders that "they can always go back to their neighborhood school."

The school also has to deal with inter-school competition for students within the school district. By acting as a magnet school, it draws the finest talents from across the district. The existing neighborhood schools feel cheated when the star artist is recruited away just as they would if the star quarterback were recruited by a local private school. In response to such

criticisms, the school emphasizes the philosophy of the school board in that it exists for the well being of the student. The school offers these students the very finest opportunities to develop their skill and talents. Conversely, because of limitations on space and funding, the school returns up to three out of four applicants back to the home schools.

College Profile

While the ethnic distribution in the high school program nearly mirrors the local community, the college program has another dimension in our statistical analysis. The college programs draw from all over the world. Currently, there are students from across the United States, Canada, South and Central America, Europe and the Far East. Appendix C provides a graphic distribution of the college population. The combination of ethnic and cultural backgrounds makes for an exciting student body.

College Recruitment

Recruitment of college students takes on a whole different aura. The college student market is not a geographically limited audience. For a variety of reasons the college faces an extremely frustrating challenge in recruiting students.

Finding qualified students is the first step. The college program seeks a student who is able to demonstrate developed skills rather than simply potential as an entrance criteria. The college students must also demonstrate a firm commitment in their art form as the focal point of their prospective career. As the college program gains a national reputation similar to that of the high school program, students with those characteristics will hopefully

seek out the college and beat a path to the door. Until that happens, however, the recruitment process must include a marketing component.

With fiscal limitations, some of which are simply proportional to the size of the school, there are no resources for broad scale advertising. Promotion of the school must come through exposure and networking. Publicity for events and performances help to promote the school. The Deans and faculty travel regularly to give lectures or serve as visiting artists at other schools across the country in an effort to promote the school. Mailings are made to all of the finalists, and their home schools, in the National Advancement for the Arts Foundation competition.

The college program competes with some very prestigious, mature institutions all across the country. There is a perception in Florida, and elsewhere in the South, that students need to "go up North" to get a good education, especially in the arts. The school is beginning to establish itself as "the Juilliard of the South" but it has not yet mastered that title. Competition with the established schools includes competing with financial aid. With limited resources, the school cannot match scholarship offers on a dollar for dollar basis. However, the relative low cost of tuition and living expenses for attending NWSA make a very attractive alternative. The low cost associated with the public school seems to be one of the best kept secrets about the school.

The NWSA high school, in effect, also competes with the NWSA college. By drawing the best, brightest, and most talented students from the county

into the high school program, there is an impression that as the high school students graduate, they must "go away to school" just to make a change.

Impressions of the college by the parents of potential students is also a significant factor to address. As a new school, it appeals to a unique type of student and parent who is willing to take on a pioneer attitude. Only a special type of person would send their son or daughter to a new college that has yet to graduate a student. It is a challenging situation, but the school is committed to making it work.

Location and Facilities

Location

In the early planning stages and development of the school, the steering committee selected the downtown Miami location as the ideal setting for the school. The area is perceived as the central hub of the emerging cultural center and proved to be the best point of convergence to transport the high school students from locations throughout Dade County. The downtown area was also the converging point of a new elevated train, mass transit system. In 1984, the downtown site was also deemed desirable due to the potential for sharing facilities with the Wolfson Campus, a relatively new campus being built as part of an urban redevelop campaign, which was not at full enrollment at the time. The plan seemed like a win-win arrangement.

Facilities

Through a creative financing plan developed by the MDCC administration and executed by the MDCC Foundation, a former bank building was made

available to serve as the center of the school, providing space for specialized instruction in Music and Theatre and for student support services and administrative offices. Additional spaces were leased and renovated for Dance and Visual Arts studios. The cooperating institutions entered into a financial agreement to share the costs of operating the facilities. The first setting for classes included the renovated bank building, three store-front rentals, and several classrooms, labs and studios on the Wolfson campus of Miami-Dade Community College. When the school officially opened its doors for students in August, 1987, to an inaugural class of nearly 400 high school students, the facilities were used for both artistic and academic training. The initial facilities accounted for approximately 40,000 net assignable square feet (NASF) of space in the five locations.

During the first year of operation, space needs became a critical issue as the Wolfson Campus experienced unanticipated and extraordinary enrollment increases. The immediate problems were resolved through the acquisition of an additional 3,800 NASF of art studio space in a local church leased by the NWSA in March of 1988.

As the second year of operations was implemented with the initiation of the NWSA college program in the fall of the 1988, the first class of college freshmen required access to the arts facilities opposite the high school usage. New academic space was, therefore, needed for the high school academic program which had used the art rooms as academic lecture rooms in the first year of operations. To meet that need, a second section of the Baptist property was leased to NWSA, adding 13,700 NASF for high school academic,

music and theatre use and bringing the current total of leased and borrowed space to 57,500 NASF. Appendix D is a map of the past and present NWSA facilities.

The planning process for facilities was accelerated during this second year to address both the long term and immediate needs of the school. A computer model was developed to help identify and quantify the types of specialized space that was needed for the school into the future. The model included an application that merged the enrollment projections for the school with the curriculum. The results of the model projected a need for dedicated space in 1994-95 that was five times greater (250,000 NASF) than the then current facilities. That analysis prompted all concerned parties to begin looking for additional space within and outside the traditional systems.

In early 1989, the community college, again acting as the fiscal agent, initiated a new contract for the acquisition and renovation of another downtown building to meet the immediate needs of the school. The "new facility" involved the conversion of an existing seven story building into a spacious ten story arts complex. The addition of three custom made floors with specialized studios, performance spaces, labs, classrooms, dressing rooms, and offices in the fall of 1990 made tremendous improvements in the quality and quantity of space available to the NWSA. The new facilities brought the total space available to 86,000 NASF once the rental space was dropped from service. Because the new space was designed, funded, renovated, and delivered within an eighteen month period, the building has been labeled "the Miracle on 2nd Street."

Finances

While the school is going through its growing pains, it has been establishing itself as a significant entry of the financial pages of the host institutions and the State of Florida. Starting with a dream and a planning appropriation of $50,000 in 1984, the financial affairs of the school now encompass a $7,000,000 operating budget and a $1,300,000 foundation account.

State and local funding

Early in the planning process, it was determined that the school would need to have special funding mechanism. A series of alternative funding models were examined in 1984 as the organizers of the school were attempting to gain a better perspective on the financial needs of the evolving school. The alternative plans included simple adaptations of existing funding models and variations of average costs from local and other schools. None of the approached seemed to meet the needs of the emerging school. The planners then concluded that the plan would require the development of a new program-based funding model which would include a direct relationship with both enrollment and the curriculum.

Without a fully developed and established funding model, the school has been operating on an incremental budgeting process that incorporates the program-based needs of the school, special funding needs for support services, and the facilities support costs. The current system involves budget appropriations for four funding sources: the three host institutions and the State Department of Education. Under the present system, the host

institutions provide more funds to the school than they generate from the existing funding mechanisms available to them. In addition, the funding component that comes directly from the State is subject to political debate and whim each year as the appropriation process evolves. There is clearly a need for improvement in the financing of the school.

After several years in gestation, a new funding methodology has been developed and presented for approval to the sponsoring institutions and Florida legislature. The new funding mechanism has been created in the form of a formula which represented by a computerized model matching enrollment to curriculum and identifying the resources required to deliver the program. In addition, it incorporates variations of other funding mechanism used in the state to establish funding for the infrastructure and physical plant components of the total operating budget. In anticipation of external directives to keep the funding model simple, it was developed to operate with only four variables: three enrollment figures (one each for the total high school head count population, college freshmen/sophomore full-time equivalency, and college junior/senior full-time equivalency) and the gross square feet of the facilities. While the inner mechanisms of the formula require more detailed information on the enrollment by level and discipline, the model identifies a realistic amount of funding needed to deliver the program. A short form of the formula is presented in Appendix E.

Due to the current fiscal crisis in the State of Florida, the formula has been put on the back burner with regard to pushing for legislative approval and implementation. Until such time as the State's funding picture gets

brighter, the school will continue to limp along financially using the composite funding methodology currently offered by the three host institutions and the special State appropriation.

Extramural funding

Although only in its fourth year of operations, the school has gathered substantial financial support from the private and federal sectors. The school now has a Foundation Board comprised of prominent community leaders and philanthropists. Several substantial gifts and grants have been awarded to the school in the form of either endowments or spendable gifts. Presently, there are over a dozen endowed projects totaling $1,000,000 in principal. The earnings and other restricted and unrestricted funds total another $300,000. The bulk of the foundation resources are dedicated to funding student support and scholarships.

Keys for Success

In retrospect, two keys for the success of the school have been identified. From the historical viewpoint, the intensive planning process was instrumental in getting the school started in the right direction. The original planners developed a series of philosophical statements following extensive research and discussion. The planners then had the wisdom to open their plans and suggestions to outside experts, a step that won praise from the consultants and the public for the establishment of an open and critical review of the plans. The resultant planning documents became the living guidelines for the implementation of the program. By developing the plan

first and then recruiting senior administrators to implement it, there was a greater likelihood of guiding the initial direction of the school. After the Provost and Deans were in place, however, they were given latitude to modify the programs to optimize the product. Throughout the process, the original goal of seeking excellence and offering the highest level of training in the arts has been honored.

The second key to success has been the selection of the faculty. The Deans have built a collection of full-time and adjunct faculty that deliver the highest quality program possible operating within financial limits. Proof of the success has been repeatedly demonstrated and validated by the achievements of their students.

Prospects for the Future

As the school builds on its early successes and struggles with the challenges of the future, it must address the realities of its environment.

The NWSA high school program will continue to thrive because it operates within a closed system. Though the pending expansion into the ninth grade will cause some strain on the resources, as long as the Dade County School Board supports the school, it will have sufficient resources to continue to deliver a high quality training program. Students and parents from throughout the county will continue to look at the school as a highly desirable opportunity and choice.

The NWSA college program has yet to reach a critical mass in enrollment. Small classes drain the limited resources. By recruiting high quality

students and delivering an excellent program, the college can build its reputation so that it becomes the school of choice among those wanting careers in the arts. The challenge will continue to come from other well established schools that offer similar programs and scholarships. Once students realize that they can get the best instruction available from the NWSA faculty, and get it at the bargain price of a public school's tuition, the school will have no difficulty attracting all the college students it seeks.

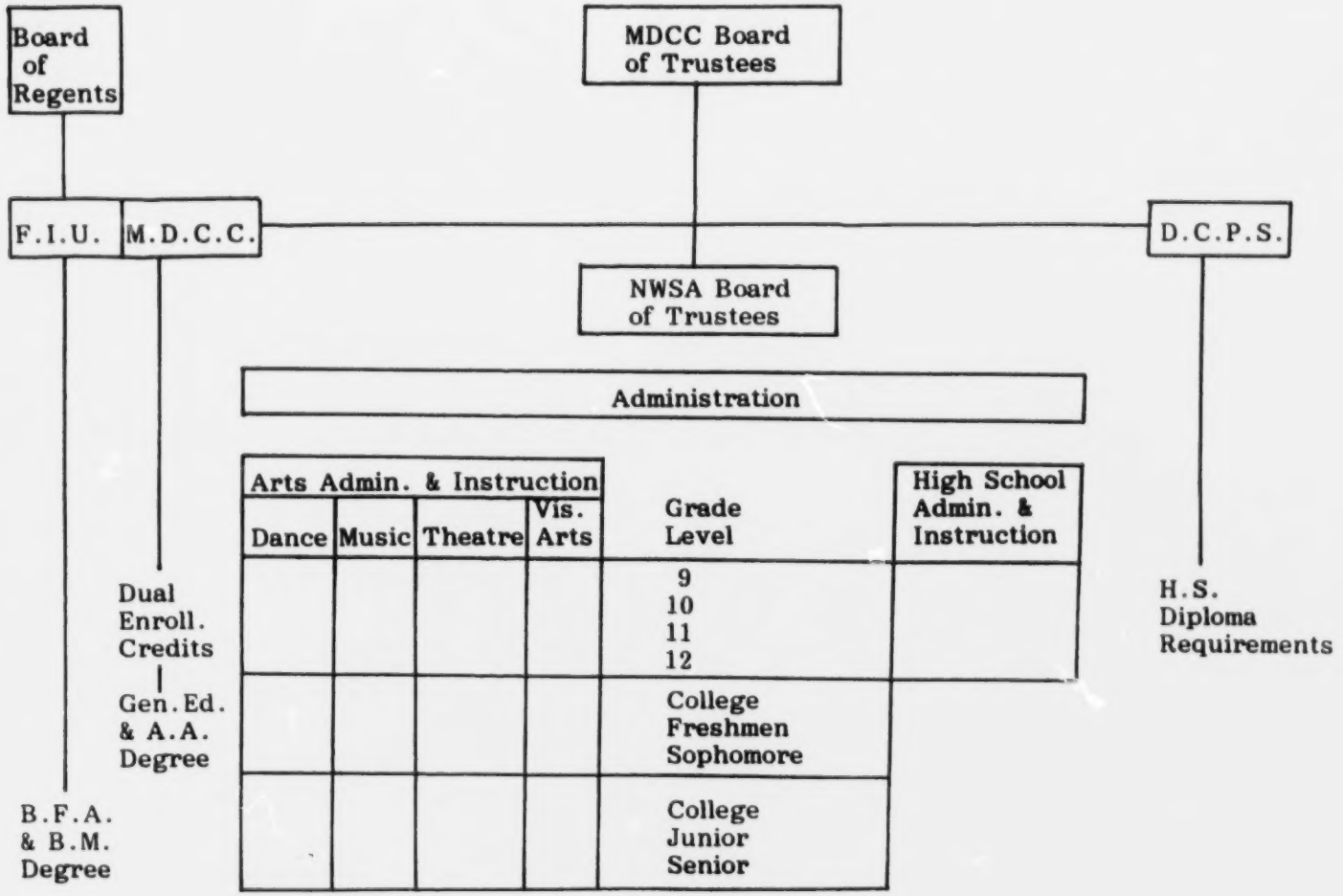
A long-term enrollment plan extending to the year 2000 has been developed to incorporate realistic attrition/retention rates and recruitment potential. This plan projects the sequential expansion of the college program with the fourth year curriculum being phased-in in 1991-92. The projected enrollment for the year 1999-2000 has the high school with 500 students and the college at 800 students for a total of 1300 students. Appendix F illustrates the enrollment history and projections.

Finances will be the next great challenge. Because the Florida revenue picture is driven by the sales tax and is currently in a repressed condition, it may take some time to have "the formula" implemented. In the meantime, the funding base of the school is not likely to grow as fast as the enrollment demands. Expansion of revenues from the private sector can help meet the challenge.

Facilities will be another great challenge. The current facilities can service the enrollments that are projected for only the next few years. However, based on the enrollment projections for the mid-1990s, the demand for additional space will become a major challenge.

The school has a unique mission and the proven ability to deliver the highest level of training in the arts possible. In an era when the public is critical of the practice of funding political "turkeys," the public should recognize this school as an "eagle." The school can soar as it gains enhanced financial and political support from its host institutions and the State of Florida, validating the hopes and dreams of its founders.

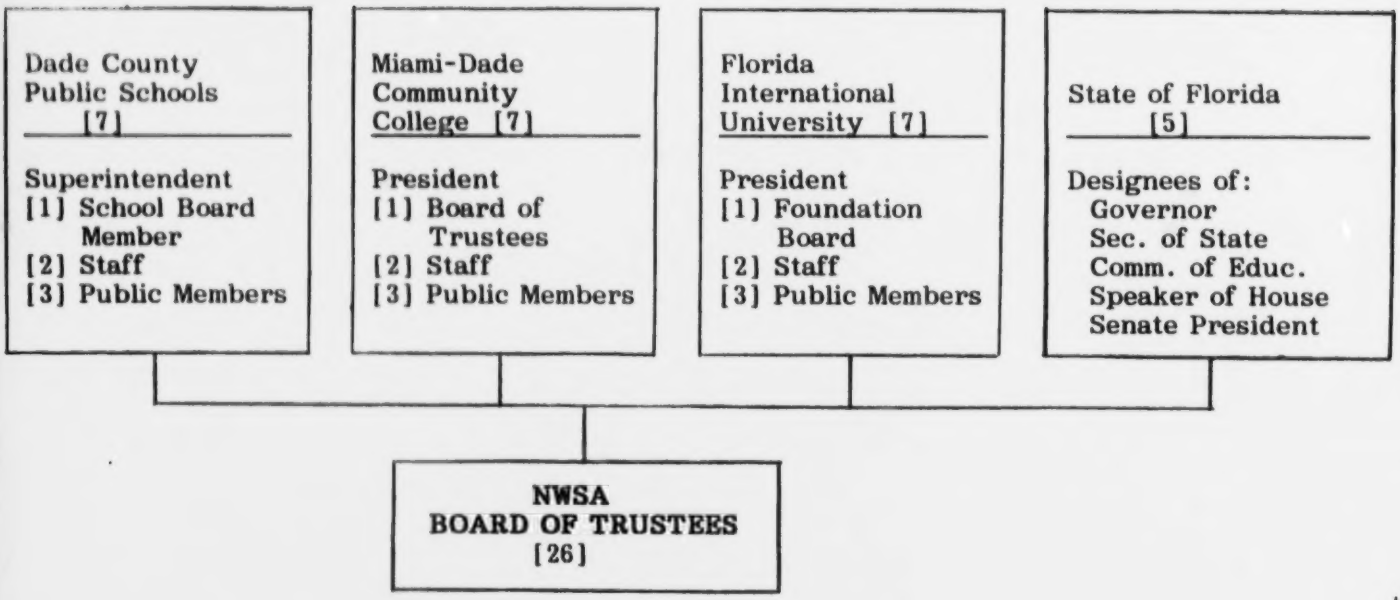
NEW WORLD SCHOOL OF THE ARTS - ORGANIZATION STRUCTURE



APPENDIX A

NEW WORLD SCHOOL OF THE ARTS

ORGANIZATION STRUCTURE

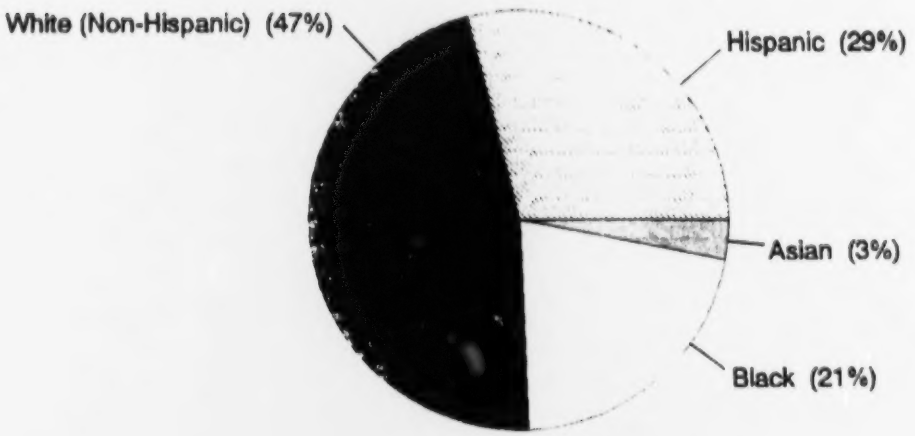


APPENDIX A-1

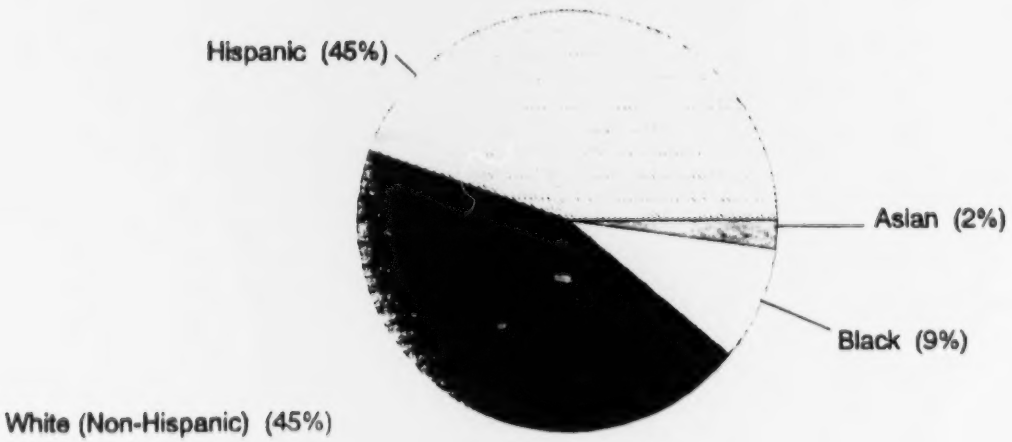
ETHNICITY DISTRIBUTION

NEW WORLD SCHOOL OF THE ARTS

High School Enrollment by Ethnicity - Fall 1990



College Enrollment by Ethnicity - Fall 1990



EthnPop3.P90
NMSA-sw:02-04-91

NEW WORLD SCHOOL OF THE ARTS
Composition of Student Enrollment
By Discipline, Grade Level, and Ethnicity
Fall Term 1990 - As of October 30, 1990

FALL TERM 1990
ETHNICITY

APPENDIX B-2

SUMMARY	GRADE 10			GRADE 11			GRADE 12			TOTAL HIGH SCHOOL		COLLEGE - FRESHMEN			COLLEGE - SOPHOMORE			COLLEGE - JUNIORS			COLLEGE TOTAL		TOTAL NMSA	
BY DISCIPLINE	NO.	PER CENT OF GRADE	PER CENT OF H.S.	NO.	PER CENT OF GRADE	PER CENT OF H.S.	NO.	PER CENT OF GRADE	PER CENT OF H.S.	NO.	PER CENT OF H.S.	NO.	PER CENT OF LEVEL	PER CENT OF COLLEGE	NO.	PER CENT OF LEVEL	PER CENT OF COLLEGE	NO.	PER CENT OF LEVEL	PER CENT OF COLLEGE	NO.	PER CENT OF COLLEGE	NO.	PER CENT OF NMSA
Dance	27	17.5%	6.3%	25	16.4%	5.9%	15	12.4%	3.5%	67	15.7%	29	34.1%	15.0%	23	38.3%	11.9%	28	58.3%	14.5%	80	41.5%	147	23.7%
Music	41	26.6%	9.6%	43	28.3%	10.1%	32	26.4%	7.5%	116	27.2%	13	15.3%	6.7%	11	18.3%	5.7%	12	25.0%	6.2%	36	18.7%	152	24.5%
Theatre	51	33.1%	11.9%	45	29.6%	10.5%	36	29.8%	8.4%	132	30.9%	26	30.6%	13.5%	11	18.3%	5.7%	8	16.7%	4.1%	45	23.3%	177	28.5%
Visual Arts	35	22.7%	8.2%	39	25.7%	9.1%	38	31.4%	8.9%	112	26.2%	17	20.0%	8.8%	15	25.0%	7.8%	0	0.0%	0.0%	32	16.6%	144	23.2%
TOTAL	154	100.0%	36.1%	152	100.0%	35.6%	121	100.0%	28.3%	427	100.0%	85	100.0%	44.0%	60	100.0%	31.1%	48	100.0%	24.9%	193	100.0%	620	100.0%
BY ETHNICITY																								
Asian	7	4.5%	1.6%	2	1.3%	0.5%	5	4.1%	1.2%	14	3.3%	1	1.2%	0.5%	1	1.7%	0.5%	2	4.2%	1.0%	4	2.1%	18	2.9%
Black	40	26.0%	9.4%	27	17.8%	6.3%	24	19.8%	5.6%	91	21.3%	6	7.1%	3.1%	5	8.3%	2.6%	6	12.5%	3.1%	17	8.8%	108	17.4%
Hispanic	42	27.3%	9.8%	50	32.9%	11.7%	31	25.6%	7.3%	123	28.8%	39	45.9%	20.2%	32	53.3%	16.6%	15	31.3%	7.8%	86	44.6%	209	33.7%
White	65	42.2%	15.2%	73	48.0%	17.1%	61	50.4%	14.3%	199	46.6%	39	45.9%	20.2%	22	36.7%	11.4%	25	52.1%	13.0%	86	44.6%	285	46.0%
TOTAL	154	100.0%	36.1%	152	100.0%	35.6%	121	100.0%	28.3%	427	100.0%	85	100.0%	44.0%	60	100.0%	31.1%	48	100.0%	24.9%	193	100.0%	620	100.0%
BY DISCIPLINE AND ETHNICITY	NO.	PER CENT OF H.S. GRADE	PER CENT OF H.S. DISCIPL.	NO.	PER CENT OF H.S. GRADE	PER CENT OF H.S. DISCIPL.	NO.	PER CENT OF H.S. GRADE	PER CENT OF H.S. DISCIPL.	NO.	PER CENT OF H.S. DISCIPL.	NO.	PER CENT OF COLL. LEVEL	PER CENT OF COLL. DISCIPL.	NO.	PER CENT OF COLL. LEVEL	PER CENT OF COLL. DISCIPL.	NO.	PER CENT OF COLL. LEVEL	PER CENT OF COLL. DISCIPL.	NO.	PER CENT OF COLL. DISCIPL.	NO.	PER CENT OF DISCIPL.
Dance																								
Asian	1	3.7%	1.5%	0	0.0%	0.0%	1	6.7%	1.5%	2	3.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	2	1.4%
Black	6	22.2%	9.0%	6	24.0%	9.0%	5	33.3%	7.5%	17	25.4%	1	3.4%	1.3%	4	17.4%	5.0%	3	10.7%	3.8%	8	10.0%	25	17.0%
Hispanic	8	29.6%	11.9%	10	40.0%	14.9%	5	33.3%	7.5%	23	34.3%	15	51.7%	18.8%	6	26.1%	7.5%	11	39.3%	13.8%	32	40.0%	55	37.4%
White	12	44.4%	17.9%	9	36.0%	13.4%	4	26.7%	6.0%	25	37.3%	13	44.8%	16.3%	13	56.5%	16.3%	14	50.0%	17.5%	40	50.0%	65	44.2%
Total	27	100.0%	40.3%	25	100.0%	37.3%	15	100.0%	22.4%	67	100.0%	29	100.0%	36.3%	23	100.0%	28.8%	28	100.0%	35.0%	80	100.0%	147	100.0%
Music																								
Asian	1	2.4%	0.9%	1	2.3%	0.9%	1	3.1%	0.9%	3	2.6%	0	0.0%	0.0%	0	0.0%	0.0%	2	16.7%	5.6%	2	5.6%	5	3.3%
Black	6	14.6%	5.2%	7	16.3%	6.0%	5	15.6%	4.3%	18	15.5%	1	7.7%	2.8%	0	0.0%	0.0%	2	16.7%	5.6%	3	8.3%	21	13.8%
Hispanic	11	26.8%	9.5%	6	14.0%	5.2%	6	18.8%	5.2%	23	19.8%	6	46.2%	16.7%	10	90.9%	27.8%	3	25.0%	8.3%	19	52.8%	42	27.6%
White	23	56.1%	19.8%	29	67.4%	25.0%	20	62.5%	17.2%	72	62.1%	6	46.2%	16.7%	1	9.1%	2.8%	5	41.7%	13.9%	12	33.3%	84	55.3%
Total	41	100.0%	35.3%	43	100.0%	37.1%	32	100.0%	27.6%	116	100.0%	13	100.0%	36.1%	11	100.0%	30.6%	12	100.0%	33.3%	36	100.0%	152	100.0%
Theatre																								
Asian	1	2.0%	0.8%	0	0.0%	0.0%	0	0.0%	0.0%	1	0.8%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	1	0.6%
Black	19	37.3%	14.4%	6	13.3%	4.5%	6	16.7%	4.5%	31	23.5%	1	3.8%	2.2%	0	0.0%	0.0%	1	12.5%	2.2%	2	4.4%	33	18.6%
Hispanic	9	17.6%	6.8%	16	35.6%	12.1%	7	19.4%	5.3%	32	24.2%	10	38.5%	22.2%	6	54.5%	13.3%	1	12.5%	2.2%	17	37.8%	49	27.7%
White	22	43.1%	16.7%	23	51.1%	17.4%	23	63.9%	17.4%	68	51.5%	15	57.7%	33.3%	5	45.5%	11.1%	6	75.0%	13.3%	26	57.8%	94	53.1%
Total	51	100.0%	38.6%	45	100.0%	34.1%	36	100.0%	27.3%	132	100.0%	26	100.0%	57.8%	11	100.0%	24.4%	8	100.0%	17.8%	45	100.0%	177	100.0%
Visual Arts																								
Asian	4	11.4%	3.6%	1	2.6%	0.9%	3	7.9%	2.7%	8	7.1%	1	5.9%	3.1%	1	6.7%	3.1%				2	6.3%	10	6.9%
Black	9	25.7%	8.0%	8	20.5%	7.1%	8	21.1%	7.1%	25	22.3%	3	17.6%	9.4%	1	6.7%	3.1%				4	12.5%	29	20.1%
Hispanic	14	40.0%	12.5%	18	46.2%	16.1%	13	34.2%	11.6%	45	40.2%	8	47.1%	25.0%	10	66.7%	31.3%				18	56.3%	63	43.8%
White	8	22.9%	7.1%	12	30.8%	10.7%	14	36.8%	12.5%	34	30.4%	5	29.4%	15.6%	3	20.0%	9.4%				8	25.0%	42	29.2%
Total	35	100.0%	31.3%	39	100.0%	34.8%	38	100.0%	33.9%	112	100.0%	17	100.0%	53.1%	15	100.0%	46.9%				32	100.0%	144	100.0%

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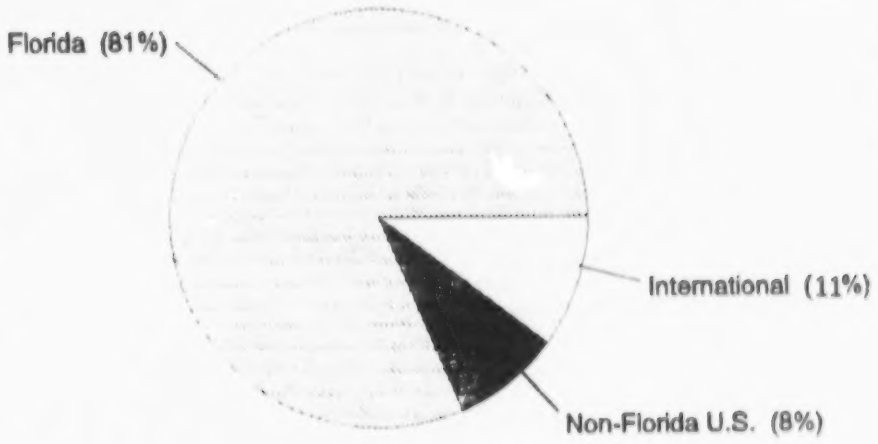
APPENDIX C

COLLEGE RESIDENCY

NEW WORLD SCHOOL OF THE ARTS

College Enrollment by Residency - Fall 1990



APPENDIX D-1

LOCATION - DADE COUNTY

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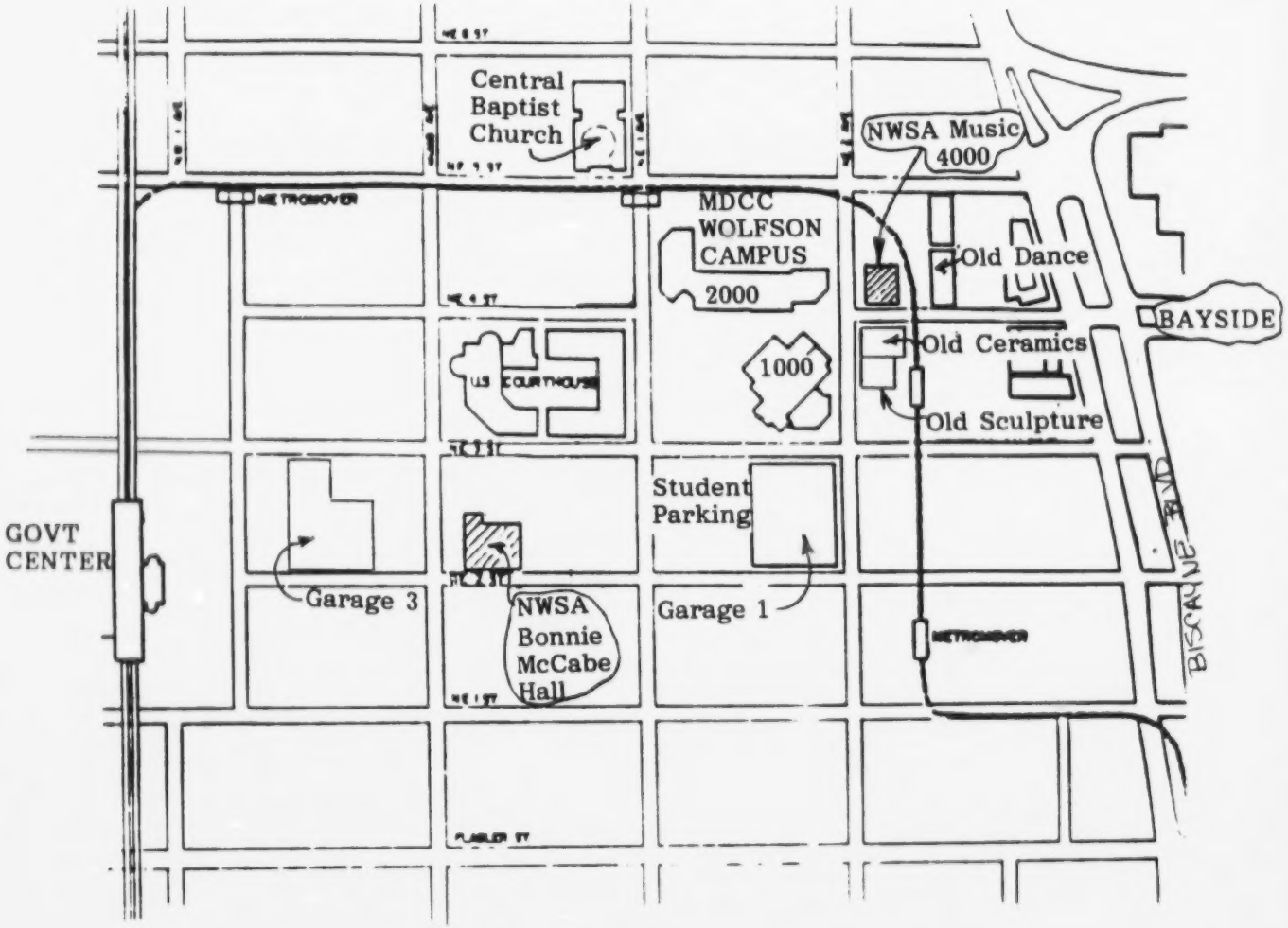
APPENDIX D-2

LOCATION - PAST AND PRESENT

NEW WORLD SCHOOL OF THE ARTS

MIAMI FLORIDA



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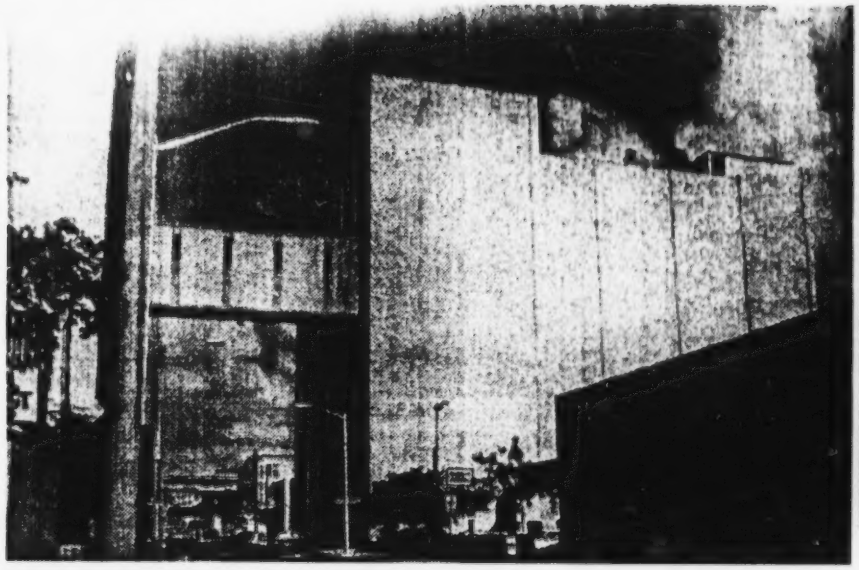
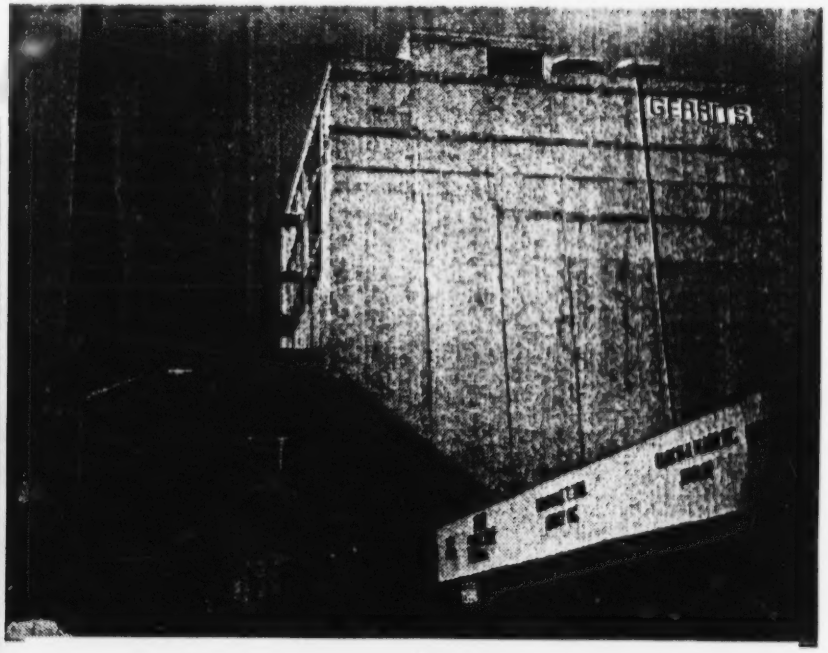
NEW WORLD SCHOOL OF THE ARTS

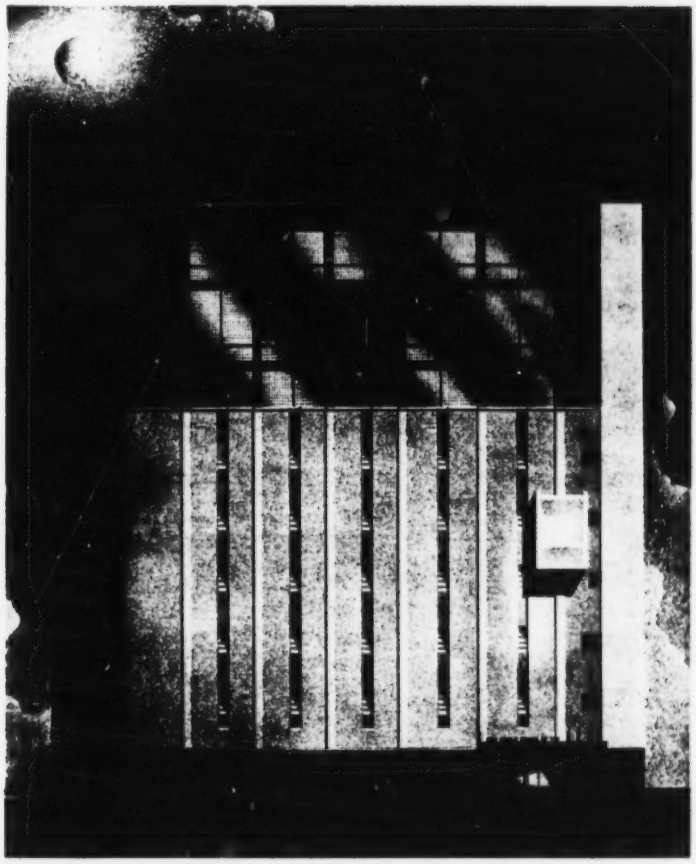


Before Renovation: 7 floors



After Renovation: 10 floors

APPENDIX D-4



NEW WORLD SCHOOL OF THE ARTS

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DADE COUNTY PUBLIC SCHOOLS

MIAMI DADE COMMUNITY COLLEGE

FLORIDA INTERNATIONAL UNIVERSITY

present

THE FORMULA

A NEW FUNDING METHODOLOGY

FOR THE OPERATIONS OF THE

NEW WORLD SCHOOL OF THE

ARTS

PROFESSIONAL SCHOOL FOR THE PERFORMING AND VISUAL ARTS

A STATE OF FLORIDA CENTER OF EXCELLENCE

RICHARD A. KLEIN, PROVOST

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A New Funding Methodology

for the operations of the

NEW WORLD SCHOOL OF THE ARTS

The operating budget of the New World School of the Arts can be generated through a formula that reflects three factors: Instruction (curriculum and enrollment), Infrastructure (administrative and support services), and Facilities.

A formula has been created that quantifies the human and financial resources required to provide the services in each of these categories. Because of the unique mission of the New World School of the Arts, the new funding methodology has been developed creating a new enrollment and curriculum driven component for the Instructional program and incorporating variations of other existing funding formulas for the Infrastructure and Facilities components of the School.

The Formula has three primary components and requires only five inputs as follows: (Note that cost factors are in 1990-91 dollars)

A. Instruction (curriculum and enrollment) component:

Head Count Students
in the High School X Cost factor ($ 3,861) = High School Arts Funding

Annual FTE Students
College Freshmen/Soph X Cost factor ($ 6,896) = Community College Funding

Annual FTE Students
College Junior/Senior X Cost factor ($13,788) = Upper Division Funding

Total Arts Instruction Resource Requirements: Total of above

B. Infrastructure (administrative and support services) component:

Amount based on combined Head Count and FTE count of students served. Modeled from SUS Branch Campus/Center Formula.

C. Facilities (plant operations, maintenance, security) component:

Gross Square Feet of Space
Assigned to the NWSA program X Cost factor ($ 7.36) = Plant funding

Total of A + B + C yields Total Financial Resources assigned to NWSA for Arts program, general administration, and facilities.

The application of **The Formula** will require: (a) annual incremental adjustments to reflect price index/inflation/salary increases, and (b) off-setting adjustments to incorporate revenues collected at the Community College level.

In addition to the funds generated through the new formula, the Dade County School Board would continue to provide resources to support the general high school academic and support services, and Miami-Dade Community College would continue to provide the college level general education courses and ancillary support services, as at present.

APPENDIX E-2

Application of **The Formula**

New World School of the Arts Operating Budget

Component:	Cost Factor	1991-92 Funds
A. Instruction (curriculum and enrollment):		
High School Head Count	460 x ($ 3,861 x 1.06*=) $ 4,093 =	$1,882,800
College Fr/Soph FTE	132 x ($ 6,896 x 1.06*=) $ 7,310 =	$ 964,900
College Jr/Sr FTE	70 x ($13,788 x 1.06*=) $ 14,615 =	$1,023,000
Total Instruction		$3,870,700
B. Infrastructure (administrative and support services):		
Combined HC & FTE	662 yields resources of:	$1,100,000
C. Facilities (plant operations, maintenance, security):		
Gross Square Feet: 156,800 x ($7.36 x 1.098*=) $ 8.08 =		$1,267,000
TOTAL RESOURCES GENERATED by The Formula - 1991-92:		**$6,237,700**
Plus: NWSA High School Academics (approximate)		$2,200,000
Total NWSA Arts and Academics Budget for 1991-92 (estimate)		$8,437,700

* = Price Index/Inflation/Salary Increase adjustment over base year of 1990-91.

Derivation of The Formula

This formula is based on three main elements - **Instruction** (curriculum and enrollment), **Infrastructure** (administration and support), and **Facilities**. The **instruction** component of The Formula is a new methodology derived from projected student enrollment applied to the intensive curriculum at the New World School of the Arts, reflecting the School's unique mission as a professional school for the performing and visual arts. The curriculum includes specialized instruction in the arts disciplines, as well as academics, at both the high school level (Grades 9 through 12) and the college level (Freshmen through Senior). The Formula identifies the human and financial resources necessary to deliver the intensive arts curriculum. The academic and general education components of the curriculum are excluded from this formula as they are funded through the traditional funding methodologies of the host institutions.

Financial resources for the **infrastructure** (general administrative and support service functions) of the School are generated through a funding methodology based on one used by the State Board of Regents to fund branch campuses and centers within the State University System. The **facilities** (physical plant operations) are funded through a mechanism that is based on the number of gross square feet assigned to the institution. That element of The Formula is derived from the State Board of Community Colleges funding model for new facilities.

Instruction (curriculum and enrollment) Component:

The underlying principle of The Formula is the unique curriculum of the New World School of the Arts. To create this new funding methodology, the curriculum was quantified in terms of faculty tasks necessary to deliver the instructional program. The curriculum component of The Formula represents the faculty activity for each course within each arts disciplines at each grade level of instruction. Once the curriculum and enrollments were matched, the requisite faculty activity was identified and quantified by a point system that was adapted from the Miami-Dade Community College faculty activity reporting system. This measure of faculty activity was then converted into full-time and part-time faculty positions. The mix of full-time and part-time faculty was further refined by the Deans of the arts disciplines in order to create an ideal mix of full-time and adjunct faculty. The Music and Theatre disciplines have a 60-40 mix for full-time to part-time (adjunct) instruction. The Dance and Visual Arts disciplines have a more traditional 75-25 mix.

The **instruction** component of the funding model is divided into three distinct levels of instruction: High School, College Freshmen and Sophomores, and College Juniors and Seniors. This separation is necessary for two reasons: (a) the intensity of instruction is very different between the High School and College levels, and (b) the workload of faculty varies significantly between the college Freshmen/Sophomore level and the upper division Junior/Senior level. In addition, the high school portion of the formula is based on the Head Count of students as all high school students take the same 15 hour block of time for their arts instruction. At the college level, the formula utilizes the Full-Time Equivalency (FTE) of students based on 40 Student Credit Hours per FTE student. The costs and FTE students are specifically limited to the arts courses in the curriculum. No general education classes are factored into The Formula.

Derivation of **The Formula** (continued)

In order to insure optimum efficiency, the enrollment for the School was projected into the future by four to five years. The high school component used 1995-96 for the base as that year reflected the first year of the fully phased-in 9th grade. The college plan used 1994-95 for the base as it reflects a fully implemented curriculum when the college student body is projected to reach 600 students. These projections generate average costs per student in terms of current salaries and costs while incorporating future economies of scale. In applying The Formula, these base-year average costs per student are increased by six percent to create the adjusted average costs per student for 1991-92 and multiplied by the projected enrollment for 1991-92 to generate the requisite level of funding for the coming year. Because the enrollments in the immediate future will not be fully developed to include the economies of scale, the financial resources generated through The Formula will have to be stretched through the use of more adjuncts and less full-time faculty to insure full delivery of all courses in the curriculum.

Infrastructure (administrative and support services) Component:

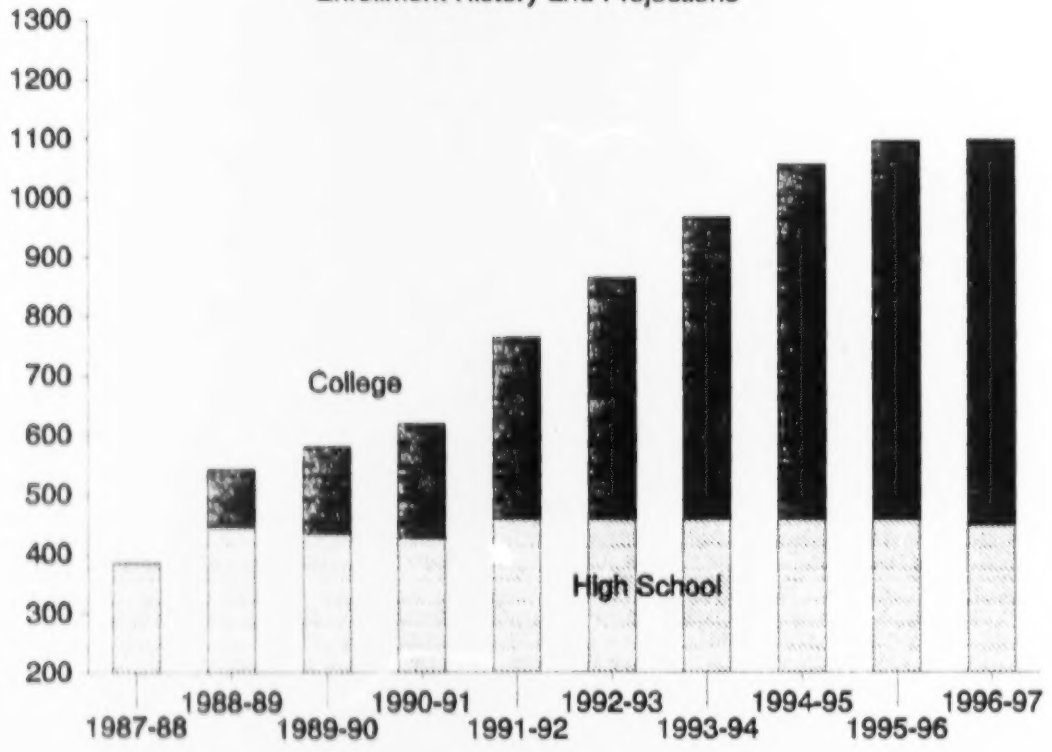
The resources required to provide the central administrative and support services at the School have been identified and incorporated into a variation of the formula created by the Board of Regents to allocate funds for the operation of branch campuses or centers. The School currently fits into that funding methodology in the category of centers with 600 FTE students. Under the Regents formula, approximately $1,100,000 is assigned to operate a center of that size at the present time. While the mix of positions in the SUS model vary from those used within NWSA, the general parameters of the SUS funding methodology fit the needs of NWSA. As the School grows to nearly 1,000 students in the future, the allocation of infrastructure funds will need to be recalculated.

Facilities (plant operations, maintenance, and security) Component:

The School operates in two principal facilities: the Bonnie McCabe Hall and the NWSA-4000 Building, both located in the heart of downtown Miami in the general vicinity of the Wolfson Campus of the Miami-Dade Community College. McCabe Hall houses the Divisions of Visual Arts, Dance, and Theatre, high school academic classrooms, the high school administration, and the general administration of the School as well as MDCC classrooms and administrative offices. The 4000 Building contains the NWSA Music Division and MDCC offices for Institutional Advancement and Human Resources. The School is assigned approximately 75% of the net assignable space within each building. The space used by the School within these two main facilities amounts to 85,100 net square feet which equals approximately 156,800 gross square feet of space. In addition to those principal facilities, the School uses Science laboratories and cafeteria space on the Wolfson Campus in Building 1000. The cost of NWSA plant operations can be funded by applying the existing funding methodology used by the State Board of Community Colleges to fund space at Miami-Dade Community College.

NEW WORLD SCHOOL OF THE ARTS

Enrollment History and Projections



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